

Administrative Council's BRIEFING BOOK

CETL Strategic Plan



CETL Strategic Plan

Executive Summary

NOVA's Center for Excellence in Teaching and Learning (CETL) is dedicated to assisting faculty and staff in improving the quality of teaching and learning services. CETL nurtures the strong reputation the college already enjoys for the quality of its teaching. CETL supports the performance of its learners and cultivates a deeply ingrained culture of excellence. (c.f., Dr. John Dever's address to the college at Cross Campus Day, January 10, 2008.)

Established in 2008, CETL supports two strategic goals:

1. to increase professional development opportunities that result in enhanced teaching, increased productivity, and improved services to students; and
2. To focus on student success by creating an environment of world-class teaching and learning.

In conjunction with OIR, CETL conducted a needs assessment and surveyed all NOVA faculty. 469 faculty completed responses and the results are integrated into this report.

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CETL supports two of NOVA's strategic goals:

I. Support NVCC strategic goal to increase professional development opportunities that result in enhanced teaching, increased productivity, and improved services to students.

A. New Faculty Orientation

For the past five years, the NOVA new faculty orientation program has grown and developed into a highly-respected program. Faculty attend four days of orientation over the course of one year. There are three intervals: the beginning of the fall semester (Orientation I); the beginning of the spring semester of the first year (Orientation II); and the beginning of the fall semester of the second year (Orientation III). As NOVA puts extensive efforts into annually recruiting large classes of faculty for the 20th century, it is critically important to invest in an intensive program to promote strong bonding with the college community and deep commitment to instructional excellence.

1. Orientation I – August 13-14, 2009

Faculty explore the norms and expectations for full-time faculty which were discussed during their recruitment and interview process.

Northern Virginia Community College seeks faculty members who share the institution's strategic vision to create educational opportunity for all people as the *Gateway to the American Dream*. NVCC's faculty embraces the rich diversity of the multicultural area that it serves and demonstrates its commitment to student success by fostering an environment of world-class teaching and learning. Faculty members maintain currency and contribute actively to their disciplines. They are sensitive to different learning styles and are knowledgeable about best practices in higher education. They model efficient use of appropriate technologies in the learning process, preparing their students for further academic study and the demands of the 21st century workplace. Outside the classroom they are actively involved in the broader life of the college as members of governing committees, as student advisors, and as participants in college and community projects. (Taken from *Recruiting a 21st Century Faculty for Northern Virginia Community College*, Approved by Administrative Council 4/14/2005)

Faculty are introduced to faculty resources (e.g., academic services, human resources, TAC, ELI, disability services, emergency services, library and learning resource services), to key members of the NOVA organization including President Bob Templin, EVP John Dever, and exemplary faculty members like Prof. David Conroy and Prof. Charlie Errico.

Most importantly, faculty network and build a community of colleagues who will support one another for years to come.

2. Orientation II – January 8, 2010

Faculty learn more about academic advising, faculty governance, strategies for deeper learning, classroom assessment techniques and student learning outcomes, online resources, workforce development, and professional development opportunities.

Most importantly, faculty network and continue their community of support for one another as they discuss surprises and continued needs for faculty development.

3. Orientation III – August 21, 2009 for class of 2008; and August 20, 2010

Faculty learn more about college resources by attending a faculty resource fair (which is also open to all faculty).

Furthermore, faculty explore requirements for getting a promotion, curriculum development, pursuing grants, and using instructional technology (e.g., wikis, blogs and podcasting).

Most importantly, orientation III stimulates the formation of productive colleague networks and knowledge of institutional expectations. Faculty are invited to explore mentoring opportunities for new and adjunct faculty.

CETL envisions working more to provide faculty beyond their first year with focused professional opportunities that challenge, mentor and support them in their core function.

How will the new faculty orientation program result in enhanced teaching, increased productivity, and improved services to students?

Faculty are asked to provide feedback to CETL and the presenters. They evaluate how well the programs meet their expectations, and offer recommendations for improvement. Presenters are given individual feedback on their presentations as well as general comments on the overall program.

Faculty complete online surveys of their needs for Orientation II and Orientation III sessions. While programs are generally consistent, they can be customized for particular faculty groups and college initiatives. For example, Achieving the Dream, emergency management, Pathway to the Baccalaureate, and responding to students with mental health issues have each been introduced to new faculty during orientation sessions.

Objective 1: 90% of those faculty who participate in new faculty orientation programs will report that attending the orientation sessions was a valuable and worthwhile use of their time.

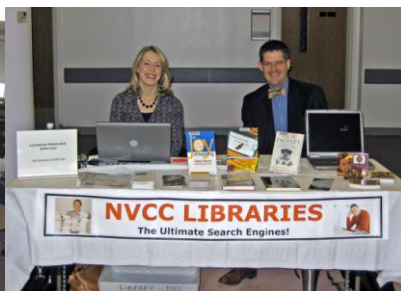
Because new faculty have no baseline for performance, we have no pre-test, post-test measures for assessing enhancement, increases, or improvements in teaching and learning. We do know, however, that when compared with other faculty, new full-time faculty (hired in the past five years)

- are more familiar with CETL;
- are more interested in developing learning communities;
- are more interested in class assessment techniques;
- are more interested in faculty governance; and
- are more interested in getting involved in faculty development.

CETL's support for NVCC strategic goals

Our new faculty appear more interested in nearly every aspect of course planning including student learning activities. See the table below. Green indicates responses of 50% or higher.

Survey question: CETL is interested in assisting in various areas of course planning, student learning activities, and classroom assessment strategies. Which of the areas below are of interest to you?	<i>Great interest</i> 0-5 years	<i>Some interest</i> 0-5 years	<i>Great interest</i> All faculty	<i>Some interest</i> All faculty
1. Mentoring a faculty colleague	25.7% (19)	44.6% (33)	19.4% (84)	43.2% (187)
2. Serving as a faculty advisor	42.9% (33)	40.3% (31)	22.7% (99)	38.2% (167)
3. Serving as a student club advisor	18.9% (14)	40.5% (30)	12.1% (52)	30.5% (131)
4. Organizing trips abroad	24.0% (18)	17.3% (13)	15.0% (65)	17.8% (77)
5. Organizing field trips	28.0% (21)	30.7% (23)	15.1% (65)	26.2% (113)
6. Tutoring	18.9% (14)	23.0% (17)	13.7% (59)	30.2% (130)
7. Collaborating with our student learning resources	18.7% (14)	38.7% (29)	16.9% (73)	37.7% (163)
8. Faculty governance	14.9% (11)	41.9% (31)	13.1% (56)	28.3% (121)
9. Serving on College committees	22.7% (17)	46.7% (35)	19.2% (83)	38.4% (166)
10. Representing the College in the community	28.0% (21)	44.0% (33)	21.9% (94)	39.6% (170)
11. NOVA's speakers bureau	18.9% (14)	27.0% (20)	13.7% (59)	25.5% (110)
12. Avoiding burnout	33.8% (25)	37.8% (28)	27.0% (117)	36.4% (158)
13. Finding balance between work and home	38.7% (29)	25.3% (19)	28.0% (120)	29.8% (128)
14. Managing mid-career ruts	16.2% (12)	24.3% (18)	15.9% (68)	26.2% (112)
15. Moving into administration	13.7% (10)	21.9% (16)	13.3% (57)	18.2% (78)
16. Moving out of administration back into the classroom	2.7% (2)	8.1% (6)	2.9% (12)	8.1% (34)
17. Getting involved in faculty development	30.3% (23)	36.8% (28)	20.7% (90)	35.5% (154)
18. Developing consulting work	23.3% (17)	30.1% (22)	23.4% (101)	26.7% (115)



Pictured above are shots from new faculty orientation. The middle picture features Beth DeAngelo and Matt Todd who staffed a table for the faculty resource fair.

B. Faculty Mentoring Programs

The Faculty Handbook requires that deans assign mentors to new faculty

6.400 *Bringing the New Hire on Board*

The Academic Dean ensures that the new hire attends the new faculty orientation, receives orientation to the College, orientation to the Division, and receives a faculty mentor. When notified that the applicant has accepted the job offer, the Dean submits all paperwork necessary to establish telephone and electronic accounts for the successful candidate.¹

"Our new teaching faculty participate in new faculty orientation seminars in their first year of employment; however, beyond orientation, we do not provide a significant sustained mentoring program to engage them and to provide formalized professional development for them. New faculty who have been paired with seasoned faculty in informal mentoring relationships express gratitude for the career guidance they receive as well as the valuable relationships they create. Seasoned faculty members also report that the mentoring relationship benefits their own teaching and learning and sense of engagement. Conversely, new faculty who do not find mentors often report feeling "cheated." Most new faculty members do not have a mentor at all. As an increasing number of our faculty retire, we face a growing concern that we are not providing our new faculty with all the working knowledge and collegial engagement needed for us to become a top-tier college..."¹

CETL is working with the academic deans' council and interested faculty members to develop significant and vigorous faculty mentoring programs. We are studying best practices and consulting with other faculty development programs including Austin Community College in Texas, Coconino Community College in Arizona, and Inver Hills Community College in Minnesota.

In Spring 2009, 63% of the faculty who responded to the CETL needs assessment survey expressed interest in serving as a mentor to a faculty colleague. CETL has begun working with new full-time faculty who have been hired in the past five years to solicit their suggestions for serving as mentors and for developing adjunct faculty support services. 70% of our new faculty expressed an interest in mentoring a faculty colleague.

How will the new mentoring program result in enhanced teaching, increased productivity, and improved services to students?



Dean Dan Lewis and Prof. Lisa M. Smith received a VCCS-funded summer 2009 grant to identify best practices and to begin outlining a mentoring program. They argue, "Creating a substantial, well-researched, appropriately assessed,

adaptable, cost-effective, formal mentoring program will enable us to train mentors and mentees in relationships that will benefit the VCCS, our college, mentors, mentees, and our students and community partners. As new faculty more efficiently acquire institutional knowledge, develop mutually beneficial relationships with their peers, and explore ongoing pedagogical questions with an interested, skilled, and committed mentor, they are more likely

¹ Lewis, D. & Smith, L. M. (Summer 2009). *Developing a college-wide faculty mentoring program*, a VCCS Professional Development Grant. The picture above features NOVA and TCC's presentation on supporting adjunct faculty at the New Horizons Conference in April 2009.

to grow as wise members of our learning communities, and, therefore, are more likely to create more fruitful learning communities in their classrooms. Our students and community partners benefit from learning communities facilitated by faculty who feel themselves at the center of an engaged corps of informed, connected, pedagogically robust teachers and learners."

Using the Mentoring Culture Audit (provided by Lois Zachary in her 2005 book *Creating a Mentoring Culture*), or a similar instrument, we will diagnose, analyze and prioritize our mentoring needs. We will then measure these conditions on an annual basis. The CETL advisory council will ensure that we are meeting our obligations to provide conditions that support teaching and learning.

Objective 2: 90% of those faculty who participate in faculty mentoring programs will report satisfaction in having acquired/shared institutional knowledge and developed mutually beneficial relationships.

Objective 3: 70% of those faculty who participate in the faculty mentoring programs will be able to articulate specific ways that their students and community partners are benefitting from learning communities.

C. Power Up Your Pedagogy Conference

For the past three years, CETL has initiated, coordinated, and developed the faculty-led Power Up Your Pedagogy conference. The PUP conference is a collaborative effort among Academic Services, CETL, ELI, HR and TAC. It showcases some of our best and most innovative faculty and teaching strategies. In January 2009, the PUP Conference was conjoined with the NOVA Faculty Cross Campus Day events. This resulted in a significant cost savings as well as an institutional nod to the PUP initiative.

CETL's Acting Coordinator Nan Peck received a VCCS Celebration of Excellence Award in 2008 for this faculty-led event.

How does the PUP conference result in enhanced teaching, increased productivity, and improved services to students?

The goals for the Power Up Your Pedagogy conference are as follows:

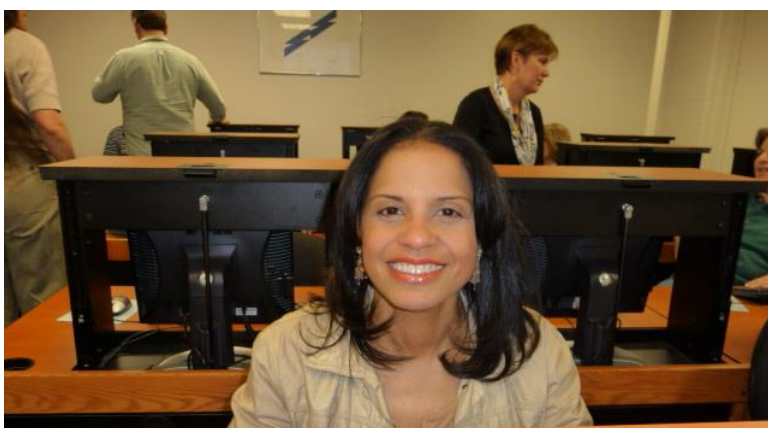
1. To promote the culture of excellence for NOVA – Faculty members are encouraged to demonstrate their vision, goals, values and skills for fostering student engagement and learning;
2. To increase enrollment and retention – Many of the sessions focus upon student engagement and ways to responds to students' needs, motivations, and learning differences;
3. To share access to excellent instructional practices and technology – The conference supports the community reflective practitioners committed to instructional innovation and efficacy. (c.f. VP Steve Sachs' 2008 keynote address);
4. To build on faculty strengths to enrich professional development – We have world-class faculty members at NVCC and this conference seeks to support that reality by showcasing our faculty; (c.f. Prof Charlie Errico's 2008 keynote address);
5. To support a committed faculty and staff through collegial mentoring and student-centered learning – PUP provides important networking and follow-up opportunities that are likely to develop will directly support this goal; and
6. To support teaching and learning assessment – Many sessions include assessment issues. (c.f., VP George Gabriel's 2009 workshop on student learning outcomes).

Several of the PUP sessions have been videotaped and are available for faculty review. In addition, many of the presenters have shared their handouts and slide presentations and these are posted on the CETL website, <http://www.nvcc.edu/cetl/powerup.htm>.

We will continue to look at CCSSE data to see how our efforts in faculty development are contributing to increased student engagement.

Objective 4: 80% of those faculty who participate in the Power Up Your Pedagogy conference will report satisfaction in having acquired/shared institutional knowledge and developed mutually beneficial relationships.

Objective 5: 70% of those faculty who participate in PUP will be able to articulate specific ways that their students and community partners are benefitting from learning communities.



Above: Cheri Bridgeforth develops a Face book account.

Below: Bob Templin delivers a keynote address.



Barbara Saperstone registers for PUP.



Irene Osterman describes the embedded librarian option.

D. Faculty Focus Workshops

CETL serves as a clearinghouse in posting and promoting faculty development workshops and events on the website, www.nvcc.edu/CETL. During the month of March 2009 there were 29 professional development events for faculty, not including all ELI and TAC workshops.

CETL continues to coordinate and to co-sponsor a number of workshops, seminars, and presentations for faculty. Many of these are in coordination with other college units including TAC, ELI, MERLOT, Global Studies, Lyceum Committee, AtD, Science Forum, Student Services, and the Mental Health Task Force. In addition, CETL promotes faculty development opportunities afforded by the VCCS Professional Development Committee, VCCS Regional CTEs, AACC, and university graduate programs including GMU, ODU, and UVA.

During 2008-2009, Faculty Focus programs included integrating civic responsibility into the classroom, fair use policies with media, classroom management, social networking and generational differences, facilitating and understanding group dynamics in the classroom, and working with military veterans with PTSD.

A survey of faculty suggests a number of additional workshops that faculty favor including working with difficult students, facilitating groups, understanding generational and gender differences, team teaching, reflective teaching practices, running effective meetings and committees, balancing life/work/graduate studies, getting support for teaching initiatives, negotiating policies and procedures including field trips and liability issues, and pursuing doctoral studies.

CETL is working with other faculty development entities to develop a master planning list and program for the next academic year to provide faculty with a one-stop online place to find offerings and so that we can plan events more effectively.



Pictured left are adjunct faculty from around the college meeting to share experiences. Former adjunct faculty member Philip Tirpak (in yellow) facilitates the meeting. Philip is now a full-time member of our teaching faculty.

How do the Faculty Focus workshops result in enhanced teaching, increased productivity, and improved services to students?

Workshops are excellent tools for fostering collegiality and for offering opportunities for faculty to see and to talk with one another. While seminars, workshops, and presentations are important, they are not the sine qua non for faculty development. CETL workshops are akin to faculty lounge, enabling colleagues to meet and to kvetch a bit.

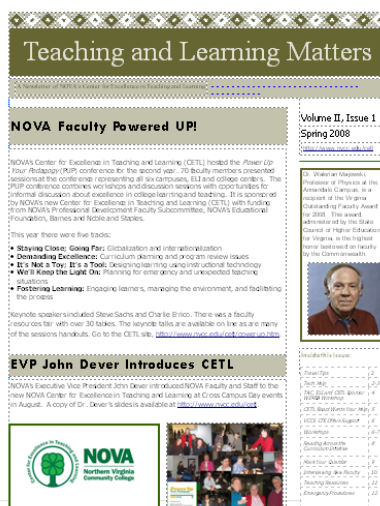
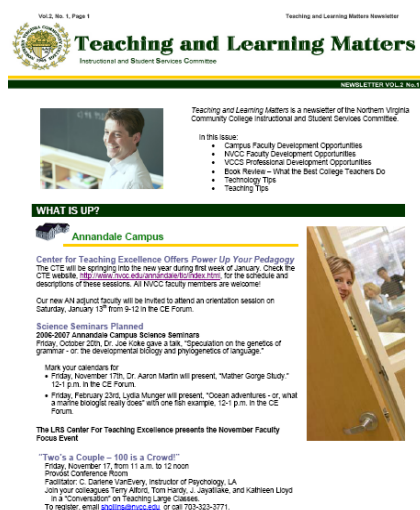
There are some notable exceptions including a CETL co-sponsored seminar on universal design. While the evaluations for seminar were very positive, we didn't have an opportunity to evaluate the long-term effects on this. During the 2008-2009 faculty learning community, however, two members who attended this seminar wanted to explore universal design

further. This has become one of the goals for the 2009-2010 academic year and members plan to integrate some of the best practices in their classes and to make presentations for PUP and New Horizons on ways to implement universal design in our curriculum.

Objective 6: 70% of those faculty who participate in Faculty Focus workshops will be able to articulate specific ways that they and/or their students are benefitting from having participated in the workshop.

E. Teaching and Learning Matters

Beginning in Fall 2006, CETL has published six online issue of the newsletter *Teaching and Learning Matters*. Faculty members contribute articles and information about best practices in teaching and learning, pedagogy, highlights of faculty honors and awards, and instructional resources. Regular contributors include Bob Loser, ELI Instructional Designer and Geologist Callan Bentley.



How does the T&L Matters newsletter result in enhanced teaching, increased productivity, and improved services to students?

The newsletter showcases faculty development offerings, opportunities, and invites contributions by faculty to take a moment to reflect upon their teaching and learning. It is not designed to significantly affect teaching, productivity, or student services. Like the College's *Intercom*, *T&L Matters* newsletter is another means of communication for sharing best practices, showcasing exemplary faculty, and engaging faculty.

Objective 7: CETL will publish four issues of Teaching and Learning Matters per academic year.

F. Faculty Learning Communities

CETL will continue to engage faculty in reflective practices of teaching and learning through faculty learning communities.

Indeed, in the recent CETL needs assessment survey, 93% of faculty who responded expressed an interest in learning more about best practices for teaching and learning. (62% of these expressed a strong interest in this topic.) This was the highest rated area of interest for faculty learning.



Left: 2008-2009 FLC on Best Practices for Teaching and Learning. Faculty design their own goals and projects for the year.

During the 2008-2009 academic year, 12 faculty were engaged in a faculty learning community on best practices in teaching and learning. The group is made up of full-time and adjunct faculty from each campus as well as diverse disciplines. Five of the faculty teach online courses. Three are adjunct faculty. The FLC has a professor emeritus as well.

There are three facilitators for the group including an academic dean, an instructional designer, and the CETL acting coordinator. The FLC members have asked that the community continue through the next academic year. Members selected books that they will be reading during the summer session and share with one another in early fall. Faculty members intend to continue to implement some of the best teaching practices and to measure how these are affecting student learning outcomes. Members of the FLC plan to make presentations at both the 2010 PUP and New Horizons conferences. This FLC is interested in planning and implementing a Faculty Learning Community conference hosted by NOVA in the next two years.

During the 2009-2010 academic year, CETL will be hosting two additional faculty learning communities: 1) FLC on integrating information literacy; and 2) FLC on best practices in learning and teaching for STEM faculty. Beth DeAngelo and Dana Roggenbaum will co-facilitate the FLC on information literacy; Karen Walters and Johanna Weiss have agreed to co-facilitate the FLC for STEM faculty. We have received two VCCS professional development grants to help support these efforts. Dr. Walters has received an NOVA PD initiative as well. We anticipate planning and hosting conferences on information literacy and supporting STEM students in the next two years.

We have been invited to be a part of a network of scientific teaching learning communities. Faculty developers from Bowling Green State University and Michigan State University are coordinating this effort. Several STEM faculty at NOVA have expressed an interest in this effort. Furthermore, the FLC anticipates working with regional and national colleagues including the STEM Education Coalition: <http://www.stemedcoalition.org/>, the Center for Integration of Research, Teaching, and Learning: <http://www.cirtl.net/mission.html>, and the Virginia Tech STEM Education program: <http://teched.vt.edu/TE/STEM.html>.

How do Faculty Learning Communities result in enhanced teaching, increased productivity, and improved services to students?

Most FLCs decide to develop specific plans for implementing new strategies (e.g., using collaborative teams, team teaching, developing student learning communities, incorporating emerging instructional technologies such as GPSs into their teaching). Some FLCs further

elect to have a mid-term classroom assessment, to develop teaching and learning videos, and/or to create podcasts/vodcasts of best practices and/or insights. This was the case for last year's FLC on Best Practices in Teaching and Learning:

What skills and strengths have you developed over the course of this year?

- Willingness to break my own mold and diversity my delivered materials online.
- I've used tools introduced by other faculty members in my classes. I've also learned to reflect on my lessons after each class. I've learned how to better guide collaboration.
- Renewed interest in developing course materials. Incorporating more technology to increase student engagement.
- I developed insight to different ways to apply methodologies, strategies, and techniques to enhance student learning and received verification of some of the above that I already apply and use.
- Learning community facilitation. Group work and group assessment in the classroom.
- More effective collaboration with faculty from other disciplines. More effective listening skills. Adopting more strategies to enhance my teaching.
- Increased skills at group collaboration and constructing group so that weaker students are not left behind, but stronger student can move ahead.

What competencies do you want to continue to cultivate?

- Technical skills to use new web/communication media
- Managing students with different abilities and keeping all students involved in class. Also, I want to work on making my classes relevant for the students.
- On-line teaching and learning. Promoting learning through hands-on activities (less lecture and more action).
- Doing scholarship of teaching-learning/classroom research-reading the research, conduction and reporting our own experiments.
- Organizing and providing more timely feedback to my students. Designing more effective group activities. Continue to develop assessment tools.
- Identifying, practicing, implementing best teaching practices.

Would you like to continue to work with this FLC next year: Why or why not?

- Yes. The older I get, the more help/interaction I need, especially with younger faculty.
- Yes, to continue to share tools and best practices.
- Yes, this group allows me to take pause and focus on becoming the best professor I can be. So often I run at full speed, neglecting what I love the most-teaching. This allows me to return my focus to where it needs to be.
- Yes. It's the most interesting and rewarding of everything I do.
- Yes, I would like to continue, so that I can continue to do the above, we have still to work on our goals.
- Yes! I feel like we're just getting started. We need more collaboration and more outreach. Would like to have more deliverables, meet more often.
- Yes! There is so much more to do, I'd like to work more closely in smaller group and perhaps design multi-disciplinary courses or units that could be used in a variety of classes.

Objective 8: Faculty who participate in a faculty learning community will report that they have successfully accomplished the goals that the FLC defines with an 80% satisfaction rate.



G. Exemplary Faculty Associate Program

CETL is now identifying and assisting strong faculty members to create knowledgeable advocates/allies. We hope to develop our own cadre of faculty developers in an intentional and structured way.

We propose working with provosts and deans to identify and to prepare talented individuals for formal positions on our campuses as exemplary faculty associates. Our programming is designed to grow professionals in and advocates for faculty development. With time, selected teaching faculty will become faculty associates. We propose having 1-2 faculty associates for each campus.

CETL's faculty developers will work with our exemplary teaching faculty to learn more about their craft and ways to advocate for the scholarship of teaching and learning. CETL will guide faculty in exploring and implementing instructional strategies including:

- Universal design and supplemental learning;
- Classroom design and centers for learning (including communication and STEM centers);
- Uses of ePortfolios (c.f., Association for Authentic, Experiential and Evidence-Based Learning, [AAEEBL](#));
- Collegiate Learning Assessment ([CLA](#)) Consortium instrument;
- Team-Based Learning ([TBL](#)), [Cooperative Learning](#), and cohort learning communities;
- Ways to use [CCSSEE](#) data in developing instructional practices;
- AtD [Promising Practices](#);
- Conducting midterm student group feedback consultations;
- Using graphic syllabus and outcomes maps; and
- Professional development for those working with those students who come under-prepared for college-level work.

Additionally, faculty associates will work with instructional and technology developers (particularly from CETL, ELI and TAC), Academic Services, Student Services, OIR, Academic Deans, and Human Resources to develop competencies and to study best practices. Our professional faculty developers will assist in assessing these using both formative and summative evaluations.

We propose an intensive capstone experience to prepare faculty for training, mentoring and offering individual consultations with NOVA faculty. This program will include attendance at professional conferences including POD and NISOD. Faculty associates will assist with planning and presenting at the Power Up Your Pedagogy conference and working with academic divisions and units to support course development. Associates will offer midterm student feedback sessions as well as mentoring in such areas as student engagement, developing inclusive learning environments, using instructional technology, and classroom management.

How will the exemplary faculty associate program result in enhanced teaching, increased productivity, and improved services to students?

Faculty developers will work with faculty associates to learn how to measure faculty learning/teaching outcomes. Many of the strategies described above will be of assistance for this. In addition, POD and NISOD offer professional support in these areas. ²

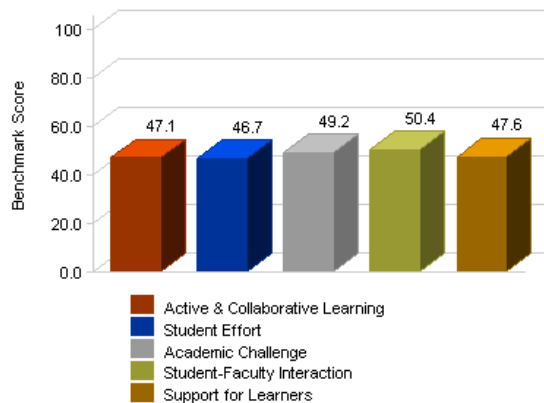
Objective 9: By the end of 2009-2010, the faculty associate program will be defined and a strategic plan for its implementation will be approved by the CETL advisory council.

² National Institute for Staff & Organizational Development (NISOD), <http://www.nisod.org/>, has been dedicated to the professional development of faculty, administrators, and staff; and to the continued improvement of teaching and learning, with the ultimate goal of student success. More than 700 community colleges around the world are NISOD-members, including almost every large community college district, the majority of urban and technical colleges in the United States and Canada, and more than 200 small, rural colleges around the world.

POD (The Professional and Organizational Development Network in Higher Education), <http://www.podnetwork.org/>. POD supports a network of nearly 1,800 members - faculty and teaching assistant developers, faculty, administrators, consultants, and others who perform roles that value teaching and learning in higher education.

II. **Support NVCC strategic goal to focus on student success by creating an environment of world-class teaching and learning.**

Our Community College Survey of Student Engagement (CCSSE) data, (www.ccsse.org), demonstrates that there is more to do to engage our students in active and collaborative learning, challenging our students, increasing student-faculty interaction, and supporting our learners. The figure to your left shows NOVA's results.



CETL is interested in working with campus provosts and deans to identify specific campus initiatives in teaching and learning. These initiatives may include interdisciplinary teaching, instructional support for special student populations (e.g., honors, veterans, developmental, and science majors), engaging adjunct faculty, supporting minority faculty, faculty retention and promotion, and the scholarship of teaching and learning.

Furthermore, CETL's faculty developers can assist discipline and program clusters who want to infuse their programs with more robust strategies for pedagogy. Programs might choose to integrate cooperative and team learning; develop graphic syllabi and outcomes maps; create videos for best practices within the discipline; produce modules by star faculty that are available as supplemental instruction; and/or explore ways of avoiding *Death by Power Point*.

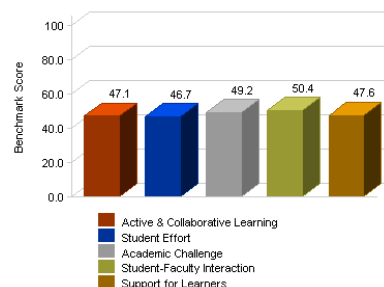
CETL can customize programs for implementation through faculty learning communities, faculty focus workshops, faculty mentoring programs, teaching and learning institutes, teaching circles, and/or learning camps.

Direct and indirect measures of assessment are being developed for determining the efficacy of these programs and outcomes. CETL is not inventing these assessment tools. Rather, we are relying upon colleagues in the field including Lois Zachary's *Creating a Mentoring Culture: The Organization's Guide*; Laurie Richlin's *Blueprint for Learning: Constructing College Courses to Facilitate, Assess, and Document Learning*; Linda Nilson's *The Graphic Syllabus and the Outcomes Map*; and Karla Gottlieb and Gail Robinson's *A Practical Guide for Integrating Civic Responsibility into the Curriculum*. Because faculty development is more an art than a science, each faculty workshop and program must be customized for the particular group of faculty and campus needs. Faculty learning outcomes include evaluations of faculty performance, attitudes, affect, and motivation. These assessment tools are much like those of classroom assessment techniques and student learning outcomes. We are using methodology suggested by other exemplary centers for teaching and learning.

CETL is now doing pre-survey and post-survey analysis for new faculty orientation program, for our faculty learning community, and with many of our Faculty Focus workshop offerings. In addition, we are starting to work with program review teams to review survey results concerning college-sponsored professional development activities and support. In an April 2009 survey of English faculty, for example, faculty report a 65% satisfaction rate for professional development activities.

Objective 10: By January 2010, each campus will identify specific campus initiatives in teaching and learning for which CETL can provide direct support. These initiatives will directly affect student engagement efforts and will result in measurable improvements in CCSSE scores for these benchmarks:

**Active and collaborative learning;
Student effort;
Academic challenge;
Student-faculty interaction; and
Support for learners.**



III. Occasionally-Asked Questions

1. What is CETL's vision?

CETL is charged with promoting instructional excellence and student success, sharing best instructional practices, supporting assessment of teaching and learning, supporting student-centered learning, supporting mentoring, and enriching faculty development

NOVA is a great place to teach and a great place to learn. An investment in CETL is an investment in our goal of creating an environment of world-class teaching and learning, with services benchmarked to the best in the nation that produces student success comparable to the top tier of community colleges.



2. How is CETL assessing its effectiveness and accessibility?

Accessibility

The *Faculty Handbook* requires that all faculty receive an orientation to the College as well as a faculty mentor:

6.400 *Bringing the New Hire on Board*

The Academic Dean ensures that the new hire attends the new faculty orientation, receives orientation to the College, orientation to the Division, and receives a faculty mentor.

If all faculty attend orientation, receive a faculty mentor, and receive the *Teaching and Learning Matters* e-newsletter, one could claim access to 100% of faculty have access to CETL.

In addition, all faculty receive a personal invitation to our Power Up Your Pedagogy conference from Dr. Templin mailed to their homes. Faculty are emailed several calls for proposals and invitations to volunteer at the conference. In January 2009, 548 unduplicated faculty (and 59 staff) attended the PUP conference. (193 faculty attended both days.) Eighty presentations were made by NOVA faculty and staff. Fifty faculty and staff volunteered for PUP. The conference is free to all faculty.

The CETL acting coordinator is drawn in to sit on a number of committees. This represents an institutional commitment to make faculty development a significant part of planning and policy development. Participation on these committees makes CETL accessible to many faculty.

Effectiveness

Measuring the effects of faculty development upon student success is much more difficult to measure and to track.

We are beginning to use CCSSE data to measure students' perceptions of active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners.

It may be worthwhile to work with OIR to conduct experimental studies that measure the effectiveness of CETL-sponsored initiatives upon these four variables. We might have control groups and experimental groups which focus upon those faculty who participate in faculty learning communities, for example.

Faculty learning communities are likely the best way to measure effectiveness since these groups meet over time and are mindful of monitoring the efficacy of teaching and learning upon their students. We are asking faculty to self-assess the impact that workshops, seminars, and FLCs has upon their students. For example, faculty developed 20 goals for the FLC at the beginning of the academic year and then did a self-assessment of their individual competencies of these goals. Furthermore, they wrote about the skills and strengths that they developed over the course of the year and described competencies they want to continue to cultivate. The FLC will continue to self-assess and to re-visit these competencies and goals for the next year.

NOVA has been invited to participate in a grant proposal with faculty at Bowling Green State University in Bowling Green, Ohio. They are working on a grant proposal to create a network of scientific teaching learning communities. They have published findings from their FLC in the *Journal of College Science Teaching*. NOVA faculty should do the same.

CETL will continue to work with OIR to conduct needs assessments and to evaluate how well we are meeting these needs. The CETL Advisory Board recommended that we publish an annual report, much like our program review.

- The Power Up Your Pedagogy conference evaluation held in January 2009 showed that 91% of the faculty gave the conference and the program high marks. (Nine percent of respondents found the conference acceptable.)

Here are the ten measurable outcomes for CETL for 2009-2010:

Objective 1: 90% of those faculty who participate in new faculty orientation programs will report that attending the orientation sessions was a valuable and worthwhile use of their time.

Objective 2: 90% of those faculty who participate in faculty mentoring programs will report satisfaction in having acquired/shared institutional knowledge and developed mutually beneficial relationships.

Objective 3: 70% of those faculty who participate in the faculty mentoring programs will be able to articulate specific ways that their students and community partners are benefitting from learning communities.

Objective 4: 80% of those faculty who participate in the Power Up Your Pedagogy conference will report satisfaction in having acquired/shared institutional knowledge and developed mutually beneficial relationships.

Objective 5: 70% of those faculty who participate in PUP will be able to articulate specific ways that their students and community partners are benefitting from learning communities.

Objective 6: 70% of those faculty who participate in Faculty Focus workshops will be able to articulate specific ways that they and/or their students are benefitting from having participated in the workshop.

CETL's support for NVCC strategic goals

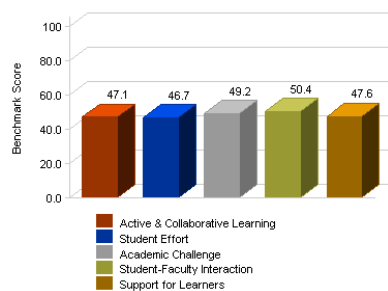
Objective 7: CETL will publish four issues of Teaching and Learning Matters per academic year.

Objective 8: Faculty who participate in a faculty learning community will report that they have successfully accomplished the goals that the FLC defines with an 80% satisfaction rate.

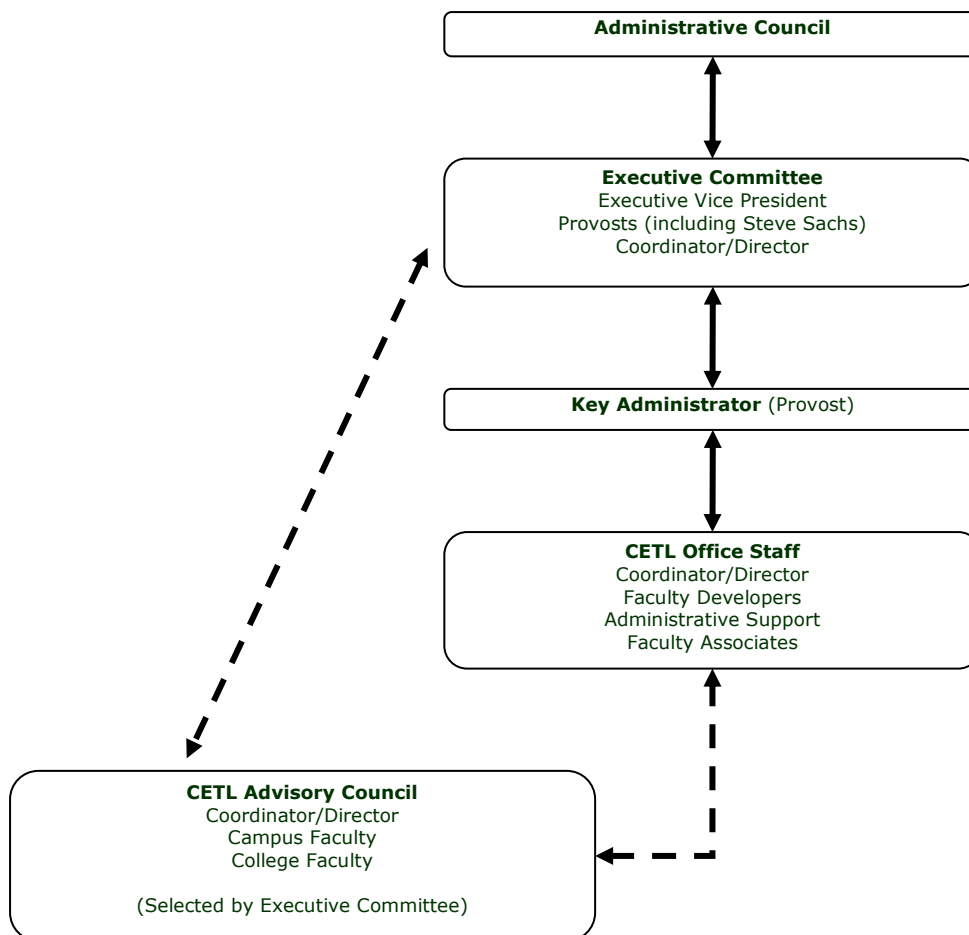
Objective 9: By the end of 2009-2010, the faculty associate program will be defined and a strategic plan for its implementation will be approved by the CETL advisory council.

Objective 10: By January 2010, each campus will identify specific campus initiatives in teaching and learning for which CETL can provide direct support. These initiatives will directly affect student engagement efforts and will result in measureable improvements in CCSSE scores for these benchmarks:

Active and collaborative learning;
Student effort;
Academic challenge;
Student-faculty interaction; and
Support for learners.



3. Show me CETL's proposed organizational structure:



4. What is CETL's relationship to other College Enterprises including TAC and ELI?

CETL, ELI and TAC are interdependent and each is committed to supporting excellence in teaching and learning. We do so in different and sometimes similar ways. Each director and coordinator promotes and supports the work of the others. There is little duplication of services; rather, each unit calls upon the strengths of the other and invites one another to contribute to the effort as they are able.

ELI, TAC, HR, and Academic Services are all integral partners in developing and executing the New Faculty Orientation and Power Up Your Pedagogy conference. For these two functions, CETL takes the lead but invites and confers with the other enterprises in designing and delivering the services. Each of these units offered many sessions at the PUP conference, for example.



NVCC-TV has been videotaping more and more of our events and making these available online to faculty and staff. During the PUP conference in 2008, the keynote speeches were videotaped;

CETL's support for NVCC strategic goals

in 2009, an additional five sessions were taped. Several Faculty Focus workshops have been videotaped as well (<http://www.nvcc.edu/about-nova/directories--offices/administrative-offices/tvcenter/index.html>).

Because CETL is college-wide, it focuses upon the whole more than its separate parts. CETL seeks not to divide faculty into separate groups (e.g., adjunct, non-credit, professor emeritus, professional faculty, full-time teaching faculty, vocational technical, etc.). Rather, all faculty are invited to participate in most CETL offerings including faculty learning communities and Faculty Forum events. Indeed, CETL insisted that all faculty be mailed formal invitations to the PUP conference to ensure that those who teach for NOVA but do not have email accounts are included in our cross campus professional development events.



CETL serves as a conduit for faculty to find professional development opportunities. It serves as a clearinghouse for faculty opportunities including Loudoun's Tea and Pedagogy series, ELI's faculty development workshop in the fall, Woodbridge's adjunct faculty day in April, OIR's student learning outcomes training, HR's Spanish course, the AtD workshop on universal design, and the VCCS CTE seminar on humanitarian law.

This year, CETL's support for faculty development includes:

- Offering a workshop on methods of grading and classroom assessment techniques in a cooperative learning environment for AtD's Developing Dynamic Student Learning Communities at NOVA;
- Co-facilitating a classroom management workshop with Dr. Pat Lunt;
- Coordinating workshops on the art of lecturing by our communication studies faculty;
- Promoting VCCS professional development opportunities including New Faculty Seminar, peer group conferences, Leadership Academy, and New Horizons;
- Offering a workshop on cooperative and engaging practices in teaching and learning for WO adjunct faculty;
- Emceeing the AN new adjunct faculty orientation;
- Co-facilitating (with TAC) a concluding town hall meeting for ELI's fall professional development day;
- Promoting OIR workshops on student learning outcomes and assessment;
- Offering grants workshops for applying for VCCS professional development grants; and
- Presenting talks on types of student learning communities to AtD and to the ISSC.



5. What is CETL's relationship to Achieving the Dream and Pathway to the Baccalaureate?

The success of student initiatives including Achieving the Dream (AtD) and Pathway to the Baccalaureate depends, in large part, upon purposefully engaging and supporting faculty in excellence in teaching and learning.



CETL is a support for, rather than a coordinator of, student success initiatives. While CETL has a primary focus on excellence of teaching and learning, Achieving the Dream has a primary focus on student success. Both are dependent upon each other for their success. The efforts are complementary, cooperative, and coordinated.

CETL is working with Kerin Hilker-Balkissoon, program director for Pathway to the Baccalaureate. CETL has worked with Kathy Lloyd on support and programming for AtD at the Annandale Campus and expects to continue this positive relationship college-wide.

CETL has made presentations and coordinated workshops for faculty interested in and involved in student learning communities. Indeed, several faculty who are interested in student learning communities have applied to participate in faculty learning communities. This includes three workshops in April 2009.



CETL has a good relationship with colleagues including John O'Connor and Kim Eby at GMU's New Century College (NCC). As you know, NCC is a national exemplar of the learning communities model. GMU has expressed an interest in working with our STEM faculty FLC.

6. What is CETL's role in faculty governance?

Because most of our adjunct faculty are not actively engaged in faculty governance, CETL is mindful of ensuring that their voice is a part of our deliberations and policies. CETL seeks input from faculty and students about the adequacy of our learning environment including physical facilities, learning resources, and the technology infrastructure and works with appropriate college units to address issues that need attention.

CETL's acting coordinator sits on the ISSC, Personnel Services Committee, HR Professional Development Faculty Subcommittee, Mental Health Task Force, Academic Deans Council, Global Studies Committee, AN Classroom Planning Committee, and Explorers Technology Group. Furthermore, she serves as the NOVA representative to the VCCS Professional Development Committee and its Grants Committee, and as the NOVA liaison to NISOD.

We believe that faculty should be rewarded for improved student learning. Working in a "culture of evidence," CETL is working with our Human Resources Department and the VCCS Professional Development Committee to support faculty documentation of improved student learning, professional development to integrate some of these achievements into public recognition programs and promotional considerations. During the spring semester, CETL has worked with faculty members to submit six professional development grants to the VCCS.

7. What is CETL's history?

The concept of CETL was piloted in 2006-2007 on the Annandale Campus as a joint venture with Annandale's Faculty/Staff Resource Center. Faculty Focus workshops, the Power Up Your Pedagogy Conference, and *Teaching and Learning Matters* were launched during this pilot period.

During 2007-2008, CETL was inaugurated as a college-wide initiative. (See EVP [Dr. John Dever's](#) presentation at the Cross Campus Day, January 10, 2008.) Nan Peck (CST-AN) was given reassigned time to work with an advisory council composed of representatives chosen by provosts and Dr. Steve Sachs. The CETL advisory board worked on a strategic plan and presented their recommendations to the Administrative Council at the end of the academic year.

CETL is now a college enterprise with a funding base of \$23,500 recurring funds. CETL received an additional \$200,000 in non-recurring funding for 2008-2009.

In 2008-09, the organization of CETL became more stable with a 12-month acting coordinator position and securing P-14 programmatic support. Future plans include securing the necessary funding to turn the acting position into a continuing one, adding one or more faculty developers, and developing a cadre of campus-based faculty associates.

8. Where is the Center located?

College space allocation and limitations have precluded CETL from finding a physical locale. The acting coordinator continues to use a faculty office with Annandale's Liberal Arts division and the administrative staff works from a space in the Brault Building. CETL is planning space in the Godwin Building (AN) once Phase IV is completed. Space needs will be discussed on other campuses and centers as CETL grows.

Because of its centrality, most of CETL's programming is held on the Annandale Campus. Most campuses have limited conference space and many faculty express a strong preference to have programs centrally-located or on their own campuses. CETL is exploring using more mediated conferencing; but, with limited staff, this is an initiative that is in the future rather than the present.

The 2008-2009 CETL advisory board recommended the following:

- Spaces on each campus and center for consultations and workshops;
- Space for confidential consultations;
- Library of resources on instructional design, instructional technology, and scholarship of teaching and learning;
- Office for CETL staff and conference space for staff meetings;
- Space for new faculty orientations, faculty learning communities, and for PUP conference;
- Smart classroom space with instructional technology to practice, to record, and to explore emerging modes for delivering instruction.

9. What are CETL's future plans?

CETL will continue to serve a vital role in new faculty orientation and faculty mentoring. CETL will foster discussion, innovation, reflection, and deliberation about teaching and learning on each of our campuses and in each of our classrooms.

We request that the CETL Advisory Council be re-established. This is considered a best practice for faculty development centers. Some of the previous advisory board members are willing to continue and we envision a board comprised of faculty members (adjunct, teaching, professional, administrative and including WFCE faculty and professor emeriti) from campuses and ELI who serve for a two-year term with ½ of members rotating off to ensure innovation and continuity. (The initial group will agree to a three-year term to enable us to begin a two-year rotation.)



NOVA faces the imminent retirement of many experienced faculty members and the replacement of them with less experienced faculty members. CETL will continue to support our retiring faculty members in celebrating their accomplishments, in including our professor emeriti in faculty development events, and in encouraging them to mentor our new faculty.



Implementation of the proposed CETL programs described in the strategic plan requires expertise, staffing and facilities. We plan a centrally-located central office with CETL staff (including the coordinator/director, faculty developers, and administrative support staff) and 1-2 CETL faculty associates on each campus.

We expect to add one faculty developer for 2009-2010 and a second for 2010-2011. These professional will offer more programming, confidential consultations, mid-term classroom evaluations, videotapes of teaching, interviews with exemplary faculty (including our retiring colleagues), and faculty mentoring.

Our faculty developers will publish *Teaching and Learning Matters*, pursue grants, develop more online professional development resources, and develop and facilitate faculty camps and faculty learning communities and support scholarship for teaching and learning. Partnering with TAC and ELI, we expect to add Web 2.0 professional development resources including social networking (e.g., podcasts, videos, blogs, and wikis).

We anticipate much more programming support and outreach to faculty who offer non-credit and off-campus courses as well as our retired faculty (e.g., professor emeriti). In addition, we have begun to work with members of the Lifetime Learning Institute to welcome them to some of our workshops and events. They, in turn, have offered to participate in student tutoring programs and to continue to offer student scholarships.

The CETL coordinator will continue to direct the new faculty orientation, the PUP conference, and identify and mentor exemplary faculty associates. The CETL coordinator will continue to focus on both faculty development and organizational development needs. We anticipate this position will evolve into a director position.

10. So, what's the bottom line? Show me the budget:

Proposed Budget for FY 2010

Coordinator/Director (with benefits)	\$120,000
Part-time Administrative Support	\$ 22,000
Supplies	\$ 10,000
Faculty Development	\$ 35,000
New Faculty Orientation	\$ 15,000
Workshops/PUP	\$ 20,000
Travel	\$ 5,000
Memberships	\$ 1,000
Faculty excellence	priceless
	\$228,000